

# ACT Profile Report - State

Graduating Class 2012  
Wyoming



ACT, INC. -- CONFIDENTIAL



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This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

This report focuses on:

**Performance** - student test performance in the context of college readiness

**Access** - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

**Course Selection** - percent of students pursuing a core curriculum

**Course Rigor** - impact of rigorous coursework on achievement

**College Readiness** - percent of students meeting ACT College Readiness Benchmark Scores in each content area

**Awareness** - extent to which student aspirations match performance

**Articulation** - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

**The ACT is a curriculum-based measure of college readiness. ACT components include:**

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

**The ACT:**

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at [www.act.org/standard/infoserv.html](http://www.act.org/standard/infoserv.html).

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to [www.act.org](http://www.act.org)

## How to Improve Scores and Increase College Readiness

20% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

**PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT:** 5,527 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

**MAKING CORE CURRICULUM A PRIORITY:** Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 57% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

**MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES:** Table 3.2 reports 11% of the cohort took less than three years of math courses. Of these students, 6% were college ready. 19% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 11% of these students were college ready. In comparison, 52% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 22% of the cohort took less than three years of natural science courses. 12% of these students were college ready. In comparison, 33% of students who took at least three years of science coursework were college ready.

**EVALUATING RIGOR OF COURSES:** Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 51% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at [www.act.org/standard](http://www.act.org/standard).

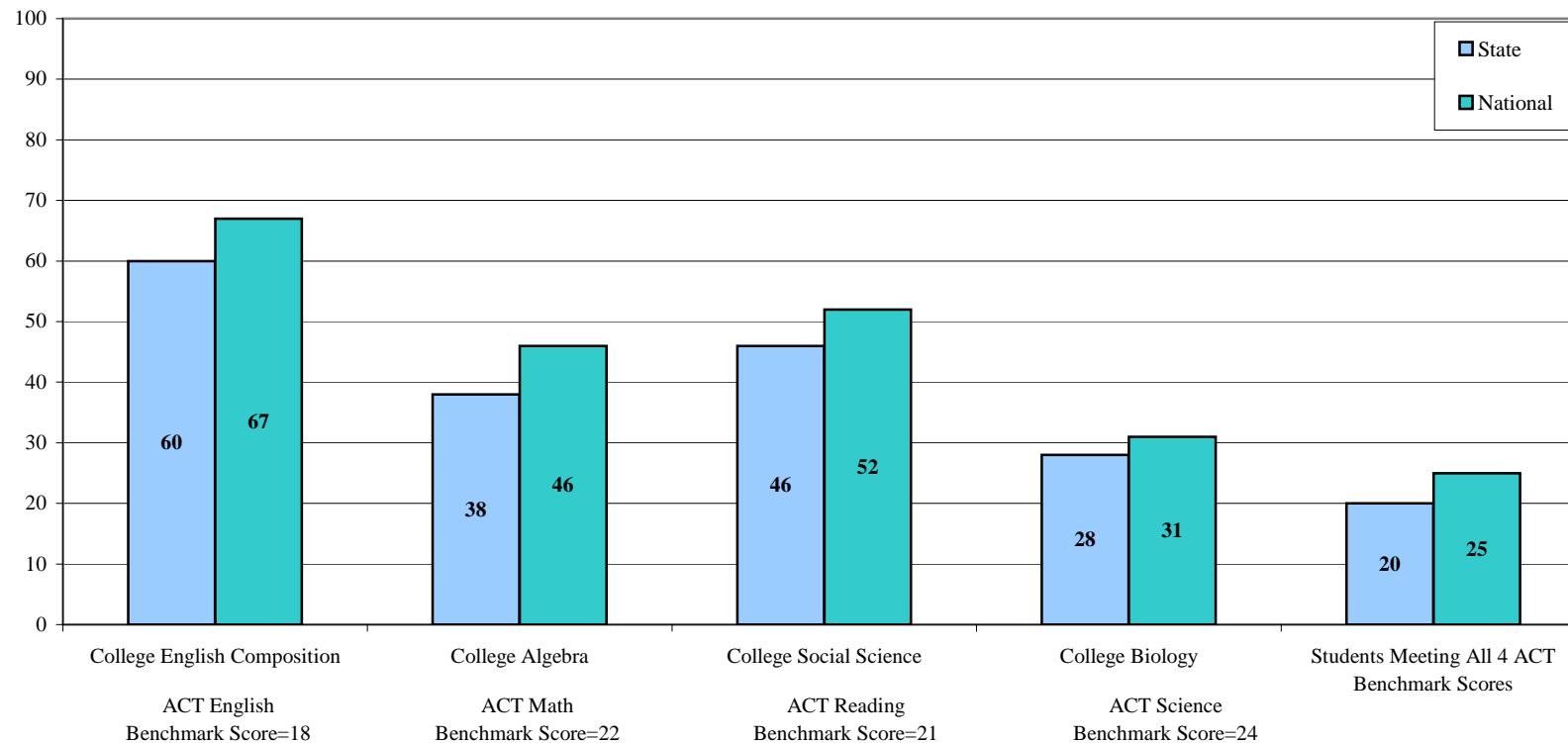
**PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS:** Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 303-337-3273.

# Section I

# Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Figure 1.1. Percent of Your Students Ready for College-Level Coursework**

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

**Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks**

Year	Number of Students Tested		Percent Meeting Benchmarks									
	State	National	English		Mathematics		Reading		Science		Meeting All Four	
			State	National	State	National	State	National	State	National	State	National
2008	4,361	1,421,941	68	68	41	43	55	53	27	28	21	22
2009	5,530	1,480,469	57	67	33	42	45	53	22	28	17	23
2010	5,533	1,568,835	58	66	34	43	45	52	23	29	17	24
2011	5,533	1,623,112	61	66	36	45	49	52	24	30	18	25
<b>2012</b>	<b>5,527</b>	<b>1,666,017</b>	<b>60</b>	<b>67</b>	<b>38</b>	<b>46</b>	<b>46</b>	<b>52</b>	<b>28</b>	<b>31</b>	<b>20</b>	<b>25</b>

**Table 1.2. Five Year Trends—Average ACT Scores**

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2008	4,361	1,421,941	20.1	20.6	20.8	21.0	21.8	21.4	21.0	20.8	21.1	21.1
2009	5,530	1,480,469	18.9	20.6	19.8	21.0	20.4	21.4	20.2	20.9	20.0	21.1
2010	5,533	1,568,835	19.0	20.5	19.8	21.0	20.4	21.3	20.1	20.9	20.0	21.0
2011	5,533	1,623,112	19.4	20.6	20.0	21.1	20.8	21.3	20.4	20.9	20.3	21.1
<b>2012</b>	<b>5,527</b>	<b>1,666,017</b>	<b>19.2</b>	<b>20.5</b>	<b>20.2</b>	<b>21.1</b>	<b>20.5</b>	<b>21.3</b>	<b>20.6</b>	<b>20.9</b>	<b>20.3</b>	<b>21.1</b>

**Table 1.3. Five Year Trends—Average ACT Scores Nationwide**

Year	Number of Students Tested		Average ACT Scores				
	State	National	English	Mathematics	Reading	Science	Composite
			State	National	State	National	State
2008	1,421,941		20.6	21.0	21.4	20.8	21.1
2009	1,480,469		20.6	21.0	21.4	20.9	21.1
2010	1,568,835		20.5	21.0	21.3	20.9	21.0
2011	1,623,112		20.6	21.1	21.3	20.9	21.1
<b>2012</b>	<b>1,666,017</b>		<b>20.5</b>	<b>21.1</b>	<b>21.3</b>	<b>20.9</b>	<b>21.1</b>

**Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation**

Year	Number of Students Tested		Percent <sup>2</sup>		English		Mathematics		Reading		Science		Composite	
	Core or More <sup>1</sup>	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2008	2,355	1,710	54	39	21.5	18.7	22.0	19.3	23.0	20.6	22.1	19.9	22.3	19.7
2009	2,990	2,309	54	42	20.6	16.9	21.2	18.3	21.9	18.7	21.4	18.8	21.4	18.3
2010	3,026	2,304	55	42	20.8	16.9	21.3	18.1	22.0	18.6	21.6	18.5	21.5	18.2
2011	3,140	2,195	57	40	21.1	17.1	21.5	18.1	22.3	18.9	21.8	18.6	21.8	18.3
<b>2012</b>	<b>3,169</b>	<b>2,087</b>	<b>57</b>	<b>38</b>	<b>20.8</b>	<b>17.3</b>	<b>21.6</b>	<b>18.6</b>	<b>21.8</b>	<b>19.0</b>	<b>21.7</b>	<b>19.2</b>	<b>21.6</b>	<b>18.6</b>

<sup>1</sup>"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

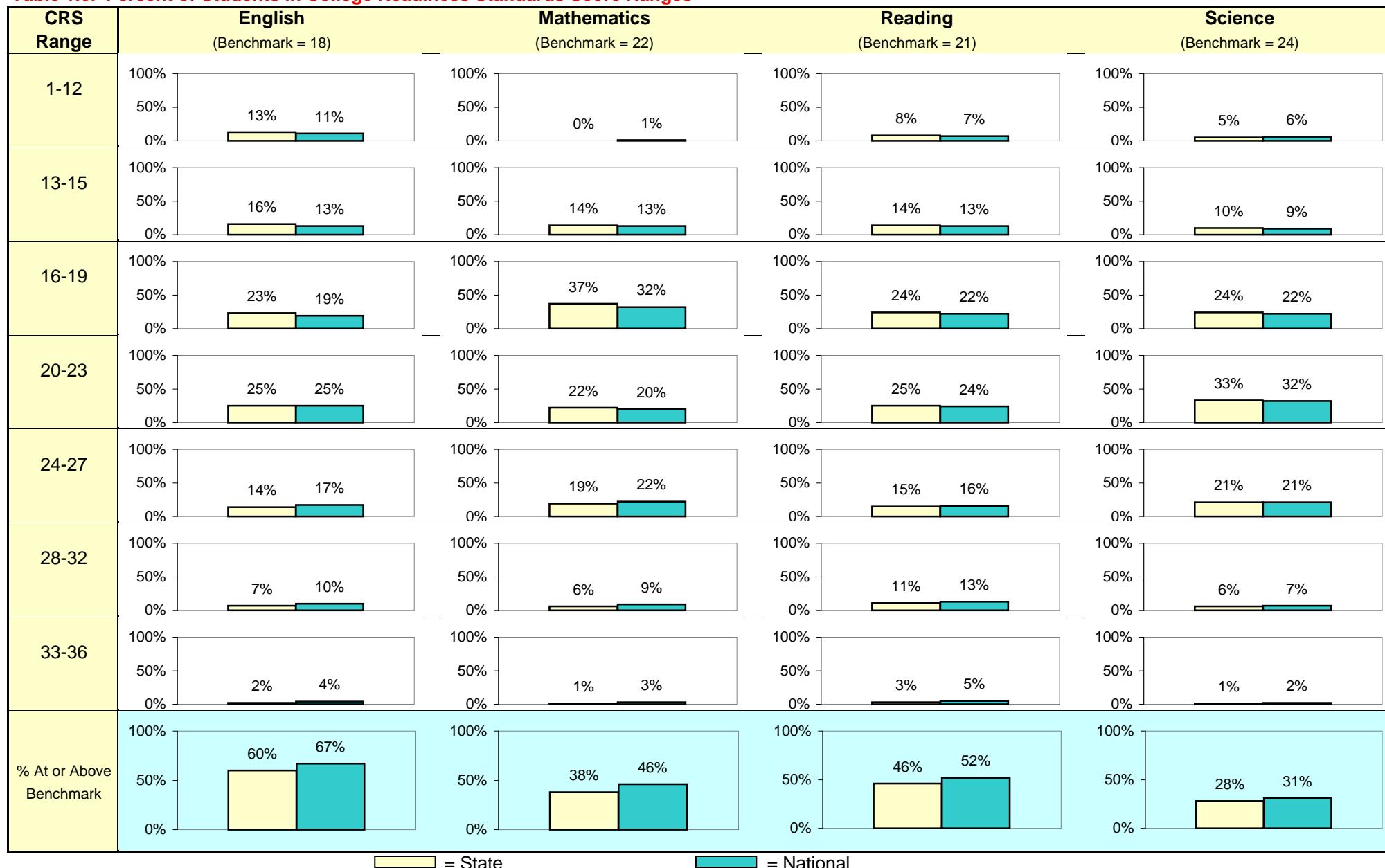
<sup>2</sup>Percent of all students tested. Numbers will not add up to 100% due to student non-response.

**Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity<sup>1</sup>**

	2008			2009			2010			2011			2012		
	N	%	Avg												
All Students	4,361	100	21.1	5,530	100	20.0	5,533	100	20.0	5,533	100	20.3	5,527	100	20.3
Black/African American	37	1	17.8	43	1	17.0	43	1	16.8	47	1	17.3	39	1	17.7
American Indian/Alaska Native	63	1	18.2	176	3	16.4	135	2	17.0	118	2	16.9	99	2	17.2
White	3,649	84	21.3	4,085	74	20.5	4,381	79	20.4	4,227	76	20.7	4,269	77	20.8
Hispanic/Latino	191	4	18.9	364	7	17.9	384	7	18.0	463	8	18.5	596	11	17.8
Asian	58	1	20.9	59	1	20.0	52	1	21.1	47	1	21.4	34	1	22.0
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	6	0	19.7	15	0	17.7
Two or more races	87	2	19.9	131	2	20.0	153	3	19.1	146	3	20.4	168	3	19.9
Prefer not to respond/No response	276	6	21.2	672	12	18.8	385	7	18.9	479	9	19.2	307	6	19.7

<sup>1</sup>Refer to the section header on page 5 for a description of race/ethnicity changes.

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



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# Section II

# Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 5,527

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP<sup>1</sup>), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	8	100	4	100	18	100	4	100	0	100	36
35	26	100	13	100	27	100	13	100	2	100	35
34	37	99	17	100	47	99	5	100	15	100	34
33	33	99	38	99	76	98	20	100	25	100	33
32	46	98	40	99	89	97	31	99	27	99	32
31	68	97	33	98	106	95	50	99	47	99	31
30	82	96	56	97	144	93	59	98	94	98	30
29	85	95	77	96	134	91	65	97	99	96	29
28	110	93	134	95	139	88	102	96	134	94	28
27	119	91	170	93	173	86	179	94	153	92	27
26	150	89	230	89	177	83	239	90	219	89	26
25	230	86	312	85	188	80	310	86	296	85	25
24	276	82	354	80	278	76	444	81	264	80	24
23	321	77	302	73	361	71	327	72	350	75	23
22	291	71	315	68	278	65	441	67	366	69	22
21	378	66	294	62	328	60	498	59	438	62	21
20	393	59	296	57	412	54	580	50	410	54	20
19	333	52	362	51	272	46	443	39	436	47	19
18	316	46	339	45	505	41	326	31	431	39	18
17	268	40	546	39	262	32	296	25	398	31	17
16	367	35	814	29	280	27	273	20	347	24	16
15	382	29	512	14	354	22	206	15	326	18	15
14	261	22	194	5	286	16	187	11	274	12	14
13	226	17	61	1	156	11	160	8	216	7	13
12	120	13	10	1	221	8	97	5	121	3	12
11	168	11	4	1	85	4	80	3	25	1	11
10	191	8	0	1	87	2	72	2	11	1	10
9	127	4	0	1	19	1	14	1	3	1	9
8	68	2	0	1	12	1	4	1	0	1	8
7	36	1	0	1	8	1	2	1	0	1	7
6	9	1	0	1	3	1	0	1	0	1	6
5	2	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	1	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.2 (5.9)		20.2 (4.7)		20.5 (5.9)		20.6 (4.7)		20.3 (4.8)		Avg (SD)

<sup>1</sup>CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

**Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP<sup>1</sup>), and Subtest Score Averages**

ACT Scale Score	English				Reading				Mathematics				ACT Scale Score		
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	91	100	32	100	92	100	103	100	133	100	21	100	38	100	18
17	137	98	49	99	178	98	165	98	175	98	14	100	3	99	17
16	178	96	167	99	271	95	276	95	110	94	69	99	127	99	16
15	146	93	264	96	229	90	298	90	269	92	125	98	233	97	15
14	261	90	318	91	309	86	380	85	273	88	367	96	390	93	14
13	199	85	436	85	379	80	402	78	441	83	580	89	513	86	13
12	387	82	520	77	765	74	442	71	568	75	399	79	555	76	12
11	485	75	750	68	481	60	430	63	443	64	892	72	796	66	11
10	710	66	579	54	536	51	523	55	592	56	732	55	1,061	52	10
9	549	53	708	44	564	41	704	45	385	46	725	42	650	33	9
8	528	43	540	31	516	31	459	33	789	39	636	29	477	21	8
7	474	34	437	21	597	22	378	24	770	24	436	17	388	12	7
6	442	25	212	13	264	11	359	17	362	10	277	10	61	5	6
5	479	17	270	9	246	6	392	11	177	4	45	5	139	4	5
4	230	8	153	4	62	2	121	4	30	1	135	4	26	2	4
3	181	4	81	2	29	1	58	2	3	1	9	1	47	1	3
2	43	1	10	1	7	1	35	1	6	1	50	1	7	1	2
1	7	1	1	1	2	1	2	1	1	1	15	1	16	1	1
Avg (SD)	9.3 (3.7)		10.1 (3.2)		10.5 (3.4)		10.3 (3.7)		10.3 (3.3)		10.0 (2.8)		10.5 (2.7)		Avg (SD)

<sup>1</sup>CP is the cumulative percent of students at or below a score point.

**Table 2.3. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	24	24	24	23
Q2 (50th Percentile)	19	19	20	21	20
Q1 (25th Percentile)	15	16	16	17	17

**Table 2.4. Average ACT Composite Scores for Race/Ethnicity<sup>1</sup> by Level of Preparation**

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More <sup>2</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	5,527	57	21.6	18.6
	Black/African American	39	38	20.9	16.4
	American Indian/Alaska Native	99	46	18.7	16.3
	White	4,269	60	21.9	19.2
	Hispanic/Latino	596	45	19.3	16.7
	Asian	34	79	22.5	20.0
	Native Hawaiian/Other Pac. Isl.	15	40	19.0	16.9
	Two or more races	168	54	21.5	18.1
	Prefer not/No Response	307	47	21.6	17.9
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.<sup>2</sup>"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.**Table 2.5. Average ACT Scores by Race/Ethnicity<sup>1</sup>**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	19.2	20.2	20.5	20.6	20.3
	Black/African American	16.7	17.5	18.1	17.9	17.7
	American Indian/Alaska Native	15.1	17.5	17.6	18.0	17.2
	White	19.8	20.6	21.0	21.0	20.8
	Hispanic/Latino	16.2	18.2	17.8	18.4	17.8
	Asian	20.4	24.0	21.0	21.9	22.0
	Native Hawaiian/Other Pac. Isl.	16.4	17.6	18.7	17.9	17.7
	Two or more races	18.9	20.0	20.0	19.9	19.9
	Prefer not/No Response	18.6	19.5	20.3	20.1	19.7
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.

**Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges**

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	104	2	72	1	168	3	42	1
	28 to 32	391	7	340	6	612	11	307	6
	24 to 27	775	14	1,066	19	816	15	1,172	21
	20 to 23	1,383	25	1,207	22	1,379	25	1,846	33
	16 to 19	1,284	23	2,061	37	1,319	24	1,338	24
	13 to 15	869	16	767	14	796	14	553	10
	01 to 12	721	13	14	0	437	8	269	5
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

**Table 2.7. Average ACT Scores by Gender**

Student Group	Gender	Average ACT Scores						
		N	Percent	English	Mathematics	Reading	Science	Composite
State	Males	2,703	49	18.6	20.6	20.1	20.9	20.2
	Females	2,779	50	19.8	19.9	21.0	20.3	20.4
	Missing	45	1	17.1	18.3	20.2	19.4	18.8
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

**Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender**

Student Group	Gender	Percent of Students					Meet All Four
		English	Mathematics	Reading	Science	All Four	
State	Males	55	40	43	30	22	
	Females	64	36	50	25	19	
National	Males	64	50	51	35	29	
	Females	69	42	53	27	22	

**Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % <sup>4</sup>	Avg
State	Core or More <sup>2</sup>	3,169	71	20.8	50	21.6	56	21.8	35	21.7	27	21.6
	Less than Core	2,087	46	17.3	23	18.6	34	19.0	18	19.2	11	18.6
	Missing <sup>3</sup>	271	30	15.4	17	17.6	27	17.4	10	17.6	7	17.1
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.<sup>2</sup> "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.<sup>3</sup> Zero years or no coursework information reported in one or more content areas.<sup>4</sup> Composite CRB% results reflect students who meet all four subject-area benchmarks.**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics			Reading			Science			
			N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More <sup>2</sup>	4,778	63	19.6	4,694	43	20.9	4,399	49	20.9	4,097	33	21.3	
	Less than Core	569	42	16.6	617	6	16.4	922	35	19.1	1,201	12	18.5	
	Missing <sup>3</sup>	180	33	15.9	216	17	17.6	206	31	17.8	229	12	18.1	
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4	
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4	
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9	

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.<sup>2</sup> "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

<sup>3</sup> Zero years or no coursework information reported in the specified content area.

# Section III

# College Readiness and the

# Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

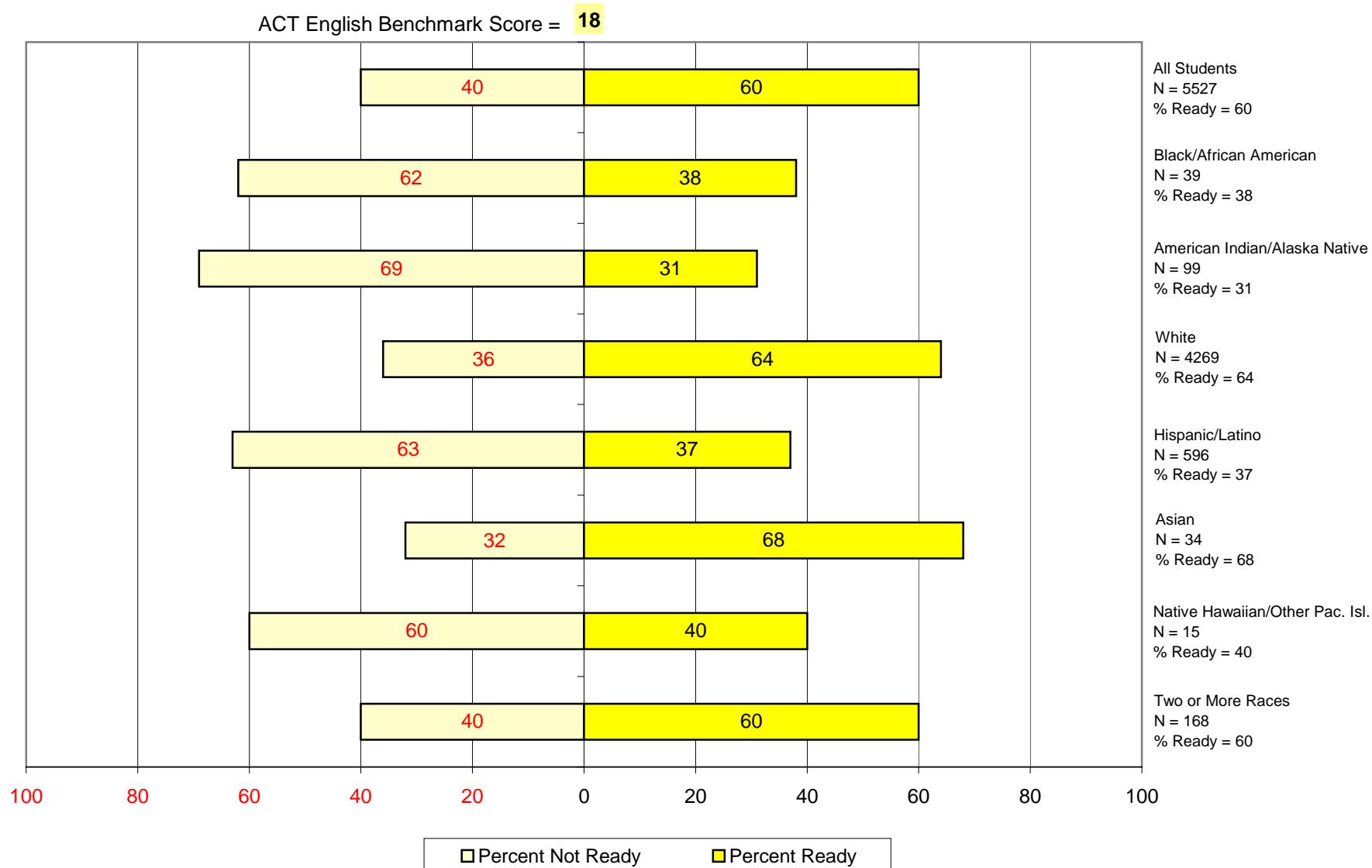
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ENGLISH<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

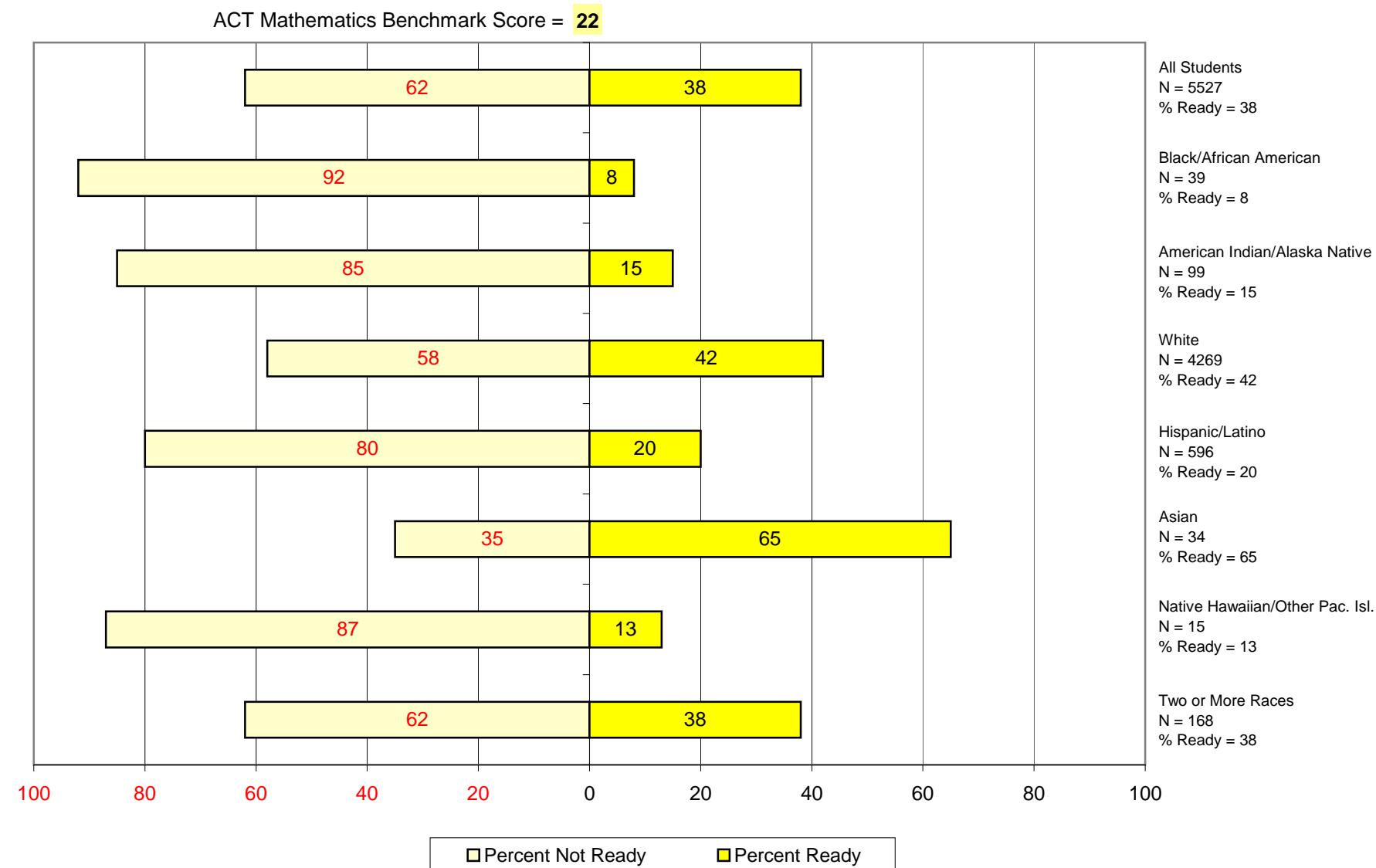
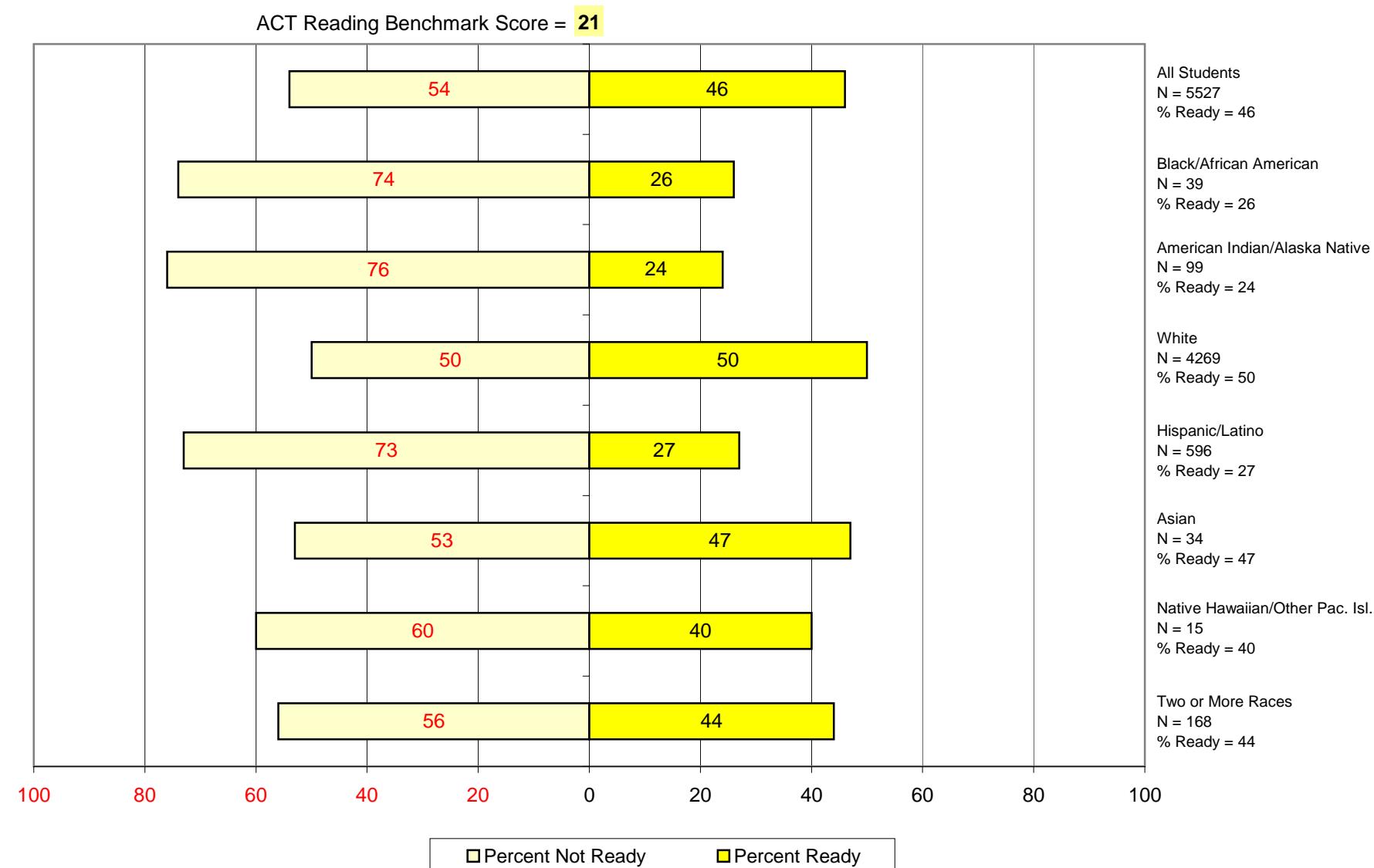
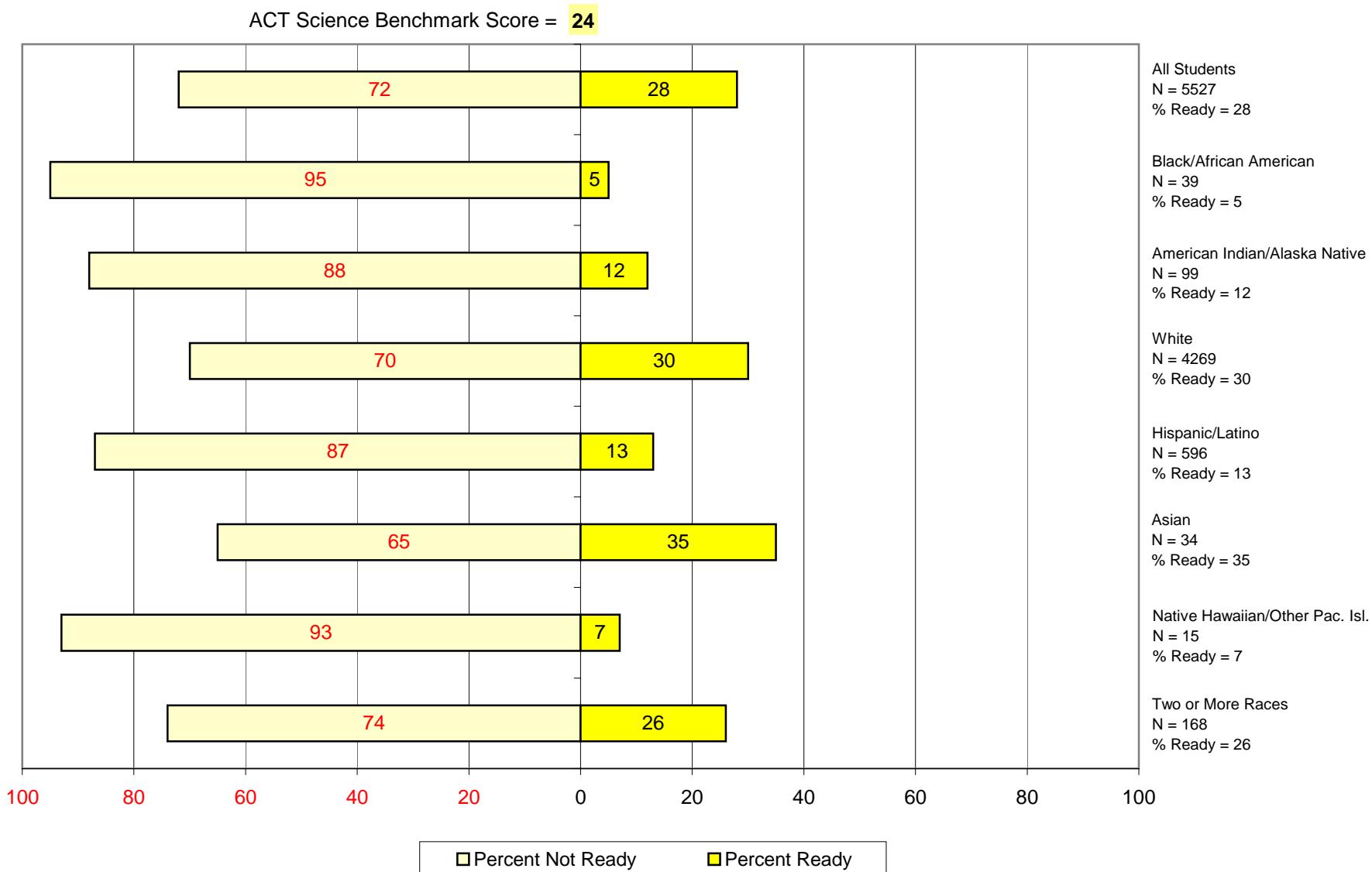
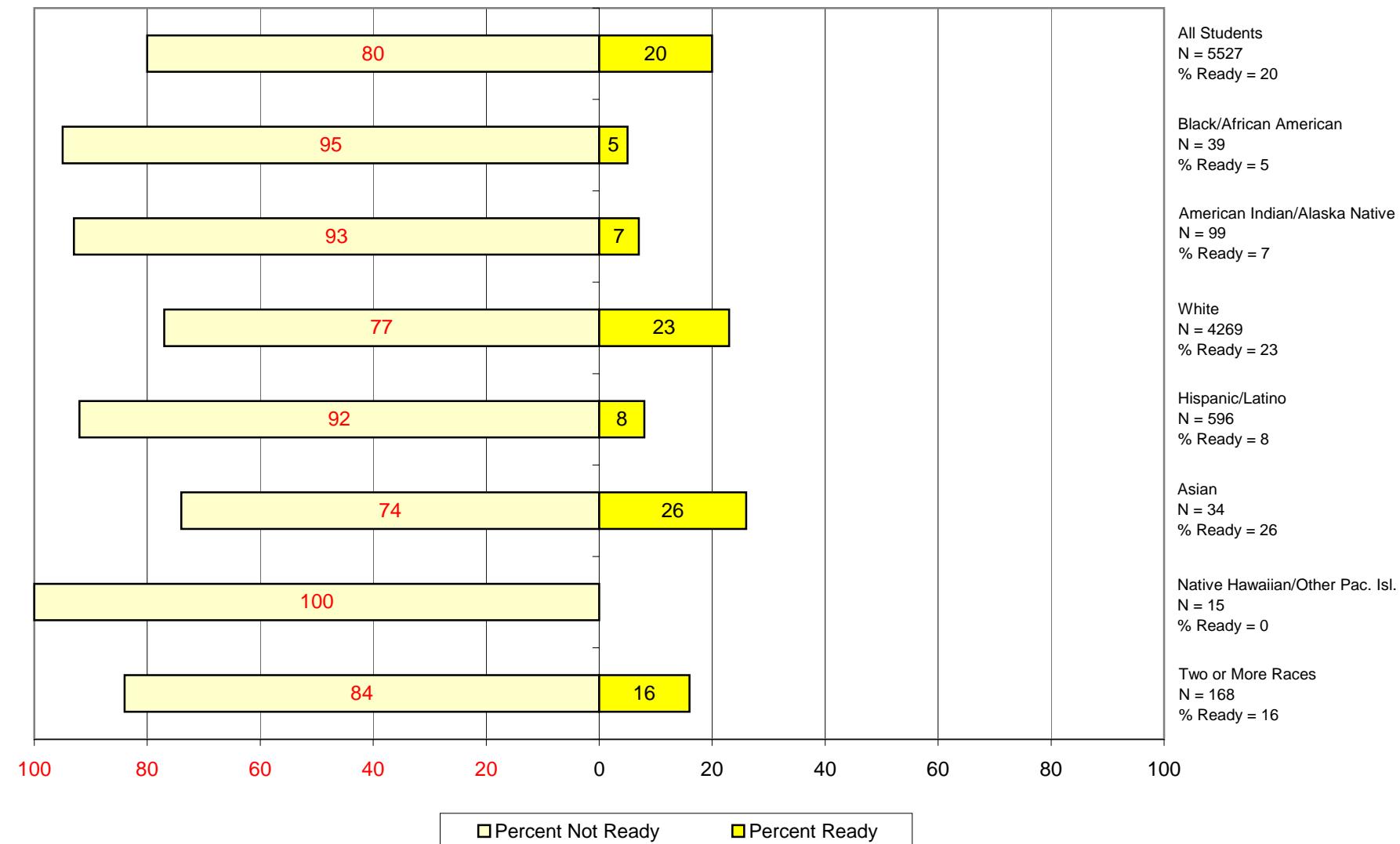
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: MATHEMATICS<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: READING

<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: SCIENCE

<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ALL FOUR**<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns**

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,025	19	21.4	4.8	440	16	20.7	4.7	580	21	22.0	4.6
Eng 9, Eng 10, Eng 11, Eng 12	3,753	68	19.2	2.6	1,870	69	18.7	2.7	1,857	67	19.7	2.3
Less than 4 years of English	569	10	16.6	-	306	11	16.0	-	255	9	17.4	-
Zero years / no English courses reported	180	3	15.9	-	87	3	15.2	-	87	3	16.4	-
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	Course Value Added <sup>1</sup>	N	Percent	ACT Math	Course Value Added <sup>1</sup>	N	Percent	ACT Math	Course Value Added <sup>1</sup>
Alg 1, Alg 2, Geom, Trig, & Calc	349	6	23.8	7.4	169	6	24.0	7.3	180	6	23.5	7.6
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	521	9	22.2	5.8	214	8	22.6	5.9	306	11	21.9	6.0
Alg 1, Alg 2, Geom, & Trig	496	9	20.1	3.7	231	9	20.8	4.1	260	9	19.5	3.6
Alg 1, Alg 2, Geom, & Other Adv Math	726	13	19.7	3.3	307	11	20.1	3.4	415	15	19.5	3.6
Other comb of 4 or more years of Math	1,309	24	23.5	7.1	677	25	24.1	7.4	625	22	23.0	7.1
Alg 1, Alg 2, & Geom	1,060	19	17.5	1.1	534	20	17.9	1.2	514	18	17.1	1.2
Other comb of 3 or 3.5 years of Math	233	4	19.1	2.7	122	5	19.7	3.0	110	4	18.5	2.6
Less than 3 years of Math	617	11	16.4	-	344	13	16.7	-	264	9	15.9	-
Zero years / no Math courses reported	216	4	17.6	-	105	4	17.6	-	105	4	17.5	-
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	Course Value Added <sup>1</sup>	N	Percent	ACT Reading	Course Value Added <sup>1</sup>	N	Percent	ACT Reading	Course Value Added <sup>1</sup>
US Hist, World Hist, Am Gov, & Other Hist	242	4	22.0	2.9	114	4	21.6	2.7	126	5	22.1	2.5
Other comb of 4 or more years Social Science	1,943	35	21.5	2.4	858	32	21.1	2.2	1,074	39	21.8	2.2
US Hist, World Hist, & Am Gov	696	13	19.5	0.4	384	14	19.1	0.2	305	11	20.0	0.4
Other comb of 3 or 3.5 years of Social Science	1,518	27	20.7	1.6	745	28	20.4	1.5	766	28	21.1	1.5
Less than 3 years of Social Science	922	17	19.1	-	505	19	18.9	-	407	15	19.6	-
Zero years / no Social Science courses reported	206	4	17.8	-	97	4	17.1	-	101	4	18.1	-
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	Course Value Added <sup>1</sup>	N	Percent	ACT Science	Course Value Added <sup>1</sup>	N	Percent	ACT Science	Course Value Added <sup>1</sup>
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	1,685	30	22.3	3.8	899	33	22.6	3.8	776	28	22.0	3.8
Bio, Chem, Phys	127	2	23.6	5.1	66	2	24.5	5.7	60	2	22.6	4.4
Gen Sci <sup>2</sup> , Bio, Chem	1,938	35	20.6	2.1	808	30	20.9	2.1	1,115	40	20.5	2.3
Other comb of 3 years of Natural Science	347	6	19.2	0.7	209	8	19.8	1.0	135	5	18.5	0.3
Less than 3 years of Natural Science	1,201	22	18.5	-	611	23	18.8	-	581	21	18.2	-
Zero years / no Natural Science courses reported	229	4	18.1	-	110	4	18.0	-	112	4	17.9	-

<sup>1</sup>Course value added is defined as the average ACT score change compared to course sequences in which students took

less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

<sup>2</sup>Includes General, Physical and Earth Sciences.

**Table 3.2. College Readiness Percents by Common Course Patterns**

Course Pattern	N	State			National			
		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,025	19	21.4	76	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	3,753	68	19.2	59	1,178,400	71	20.5	67
Less than 4 years of English	569	10	16.6	42	64,748	4	16.5	41
Zero years / no English courses reported	180	3	15.9	33	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	349	6	23.8	71	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	521	9	22.2	61	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	496	9	20.1	37	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	726	13	19.7	32	279,658	17	19.9	36
Other comb of 4 or more years of Math	1,309	24	23.5	67	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	1,060	19	17.5	11	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	233	4	19.1	23	82,509	5	19.9	35
Less than 3 years of Math	617	11	16.4	6	69,741	4	16.6	8
Zero years / no Math courses reported	216	4	17.6	17	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	242	4	22.0	54	47,179	3	22.3	59
Other comb of 4 or more years Social Science	1,943	35	21.5	54	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	696	13	19.5	40	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	1,518	27	20.7	47	452,172	27	21.2	51
Less than 3 years of Social Science	922	17	19.1	35	149,266	9	19.7	40
Zero years / no Social Science courses reported	206	4	17.8	31	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	1,685	30	22.3	41	740,499	44	21.9	39
Bio, Chem, Phys	127	2	23.6	54	171,734	10	23.0	47
Gen Sci <sup>1</sup> , Bio, Chem	1,938	35	20.6	27	466,992	28	20.0	22
Other comb of 3 years of Natural Science	347	6	19.2	18	45,992	3	19.5	20
Less than 3 years of Natural Science	1,201	22	18.5	12	194,661	12	18.4	13
Zero years / no Natural Science courses reported	229	4	18.1	12	46,139	3	17.9	14

<sup>1</sup>Includes General, Physical and Earth Sciences.

# Section IV

# Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

**Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans**

Planned Educational Major <sup>1</sup>	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>2</sup>	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	154	3	19.8	23	4	16.9	125	3	20.4
Architecture	63	1	20.8	3	0	20.0	56	1	21.0
Area, Ethnic, & Multidisciplinary Studies	9	0	18.9	3	0	14.3	5	0	23.0
Arts: Visual & Performing	478	9	20.0	72	12	17.3	366	9	20.7
Business	279	5	20.2	46	7	17.0	226	6	21.0
Communications	62	1	21.8	3	0	17.3	57	1	22.2
Community, Family, & Personal Services	226	4	18.1	58	9	17.0	152	4	18.7
Computer Science & Mathematics	76	1	21.8	5	1	14.8	68	2	22.2
Education	462	8	20.1	16	3	16.3	437	11	20.2
Engineering	357	6	22.3	30	5	16.1	308	8	23.0
Engineering Technology & Drafting	88	2	19.7	23	4	17.0	59	2	21.1
English & Foreign Languages	79	1	23.6	7	1	15.9	70	2	24.5
Health Administration & Assisting	101	2	18.6	15	2	18.1	81	2	18.7
Health Sciences & Technologies	891	16	21.0	70	11	17.7	788	20	21.4
Philosophy, Religion, & Theology	33	1	20.8	3	0	16.0	24	1	21.9
Repair, Production, & Construction	212	4	17.7	123	20	17.6	70	2	18.5
Sciences: Biological & Physical	235	4	22.1	11	2	17.6	214	5	22.6
Social Sciences & Law	384	7	21.1	14	2	17.4	351	9	21.5
Undecided	537	10	21.0	69	11	17.7	402	10	21.7
No Response	772	14	18.4	18	3	14.0	43	1	17.6

<sup>1</sup>Refer to the section header on page 25 for a description of educational major changes.<sup>2</sup>2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.<sup>3</sup>Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

**Table 4.2. Average ACT Composite Scores for Racial/Ethnic<sup>1</sup> Groups by Post-Secondary Educational Aspirations**

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	161	16.8	0	.	4	15.8	125	17.2	14	14.8
2-yr College Degree	461	17.3	4	14.8	13	15.0	340	17.7	65	15.8
Bachelors Degree	2,351	20.1	13	16.8	39	16.6	1,862	20.6	247	17.8
Graduate Study	595	22.9	5	20.6	11	19.9	482	23.4	45	19.3
Prof. Level Degree	972	22.6	4	24.0	17	19.5	769	22.8	88	21.2
Other	179	17.5	2	17.5	1	16.0	123	18.0	27	15.6
No Response	808	18.9	11	16.3	14	16.0	568	19.4	110	16.5

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	161	16.8	0	.	0	.	7	18.0	11	15.3
2-yr College Degree	461	17.3	2	15.5	1	17.0	13	15.8	23	17.0
Bachelors Degree	2,351	20.1	11	19.9	9	17.0	75	20.5	95	19.0
Graduate Study	595	22.9	5	23.6	2	19.0	11	22.7	34	21.6
Prof. Level Degree	972	22.6	12	25.9	1	23.0	31	21.5	50	23.1
Other	179	17.5	2	16.0	0	.	3	18.3	21	17.0
No Response	808	18.9	2	18.0	2	17.5	28	17.8	73	19.9

<sup>1</sup>Refer to the section header on page 25 for a description of race/ethnicity changes.

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF WYOMING	Wyoming	2,192	999	1,193	1	9	25	33	21	9	1
CASPER COLLEGE	Wyoming	763	335	428	3	19	33	28	12	4	0
STATE-COLLEGE/NO REPORTS NOW	Iowa	614	614	0	6	26	34	24	8	2	0
LARAMIE COUNTY COMMUNITY COLLEGE	Wyoming	554	233	321	3	16	36	28	13	3	0
SHERIDAN COLLEGE	Wyoming	413	145	268	2	15	36	32	12	3	0
WESTERN WYOMING COMMUNITY COLLEGE	Wyoming	406	198	208	4	20	35	26	13	2	0
NORTHWEST COLLEGE	Wyoming	371	145	226	2	11	34	32	17	4	0
COLORADO STATE UNIVERSITY	Colorado	278	54	224	1	9	21	36	22	12	0
CENTRAL WYOMING COLLEGE	Wyoming	221	98	123	6	25	33	21	10	4	0
BLACK HILLS STATE UNIVERSITY	South Dakota	210	46	164	2	10	26	34	21	7	0
EASTERN WYOMING COLLEGE	Wyoming	189	78	111	2	22	39	25	10	2	0
UTAH STATE UNIVERSITY	Utah	172	55	117	1	6	23	28	30	12	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	153	42	111	0	10	17	28	27	16	3
MONTANA STATE UNIVERSITY-BILLINGS	Montana	136	31	105	5	15	26	30	17	6	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	130	35	95	0	2	18	35	29	15	1
BRIGHAM YOUNG UNIVERSITY	Utah	129	49	80	0	2	11	28	36	20	3
ARIZONA STATE UNIVERSITY	Arizona	118	45	73	4	19	26	31	14	6	0
UNIVERSITY OF UTAH	Utah	113	15	98	2	6	24	28	23	17	0
CHADRON STATE COLLEGE	Nebraska	111	22	89	1	10	25	34	21	9	0
COLORADO MESA UNIVERSITY	Colorado	100	23	77	3	14	31	25	18	9	0
STATE-NO COLLEGE PLANS	Iowa	97	97	0	13	40	28	15	3	0	0
WEBER STATE UNIVERSITY	Utah	93	27	66	2	17	38	23	18	2	0
ART INSTITUTE OF COLORADO THE	Colorado	87	26	61	3	22	33	28	11	1	1
UNIV OF NORTHERN COLORADO	Colorado	85	15	70	0	9	18	33	22	16	1
UNIV OF COLORADO-BOULDER	Colorado	84	21	63	1	7	26	24	25	15	1
MICHIGAN STATE UNIVERSITY	Michigan	81	39	42	0	2	0	26	36	30	6
UNIVERSITY OF MONTANA	Montana	78	14	64	1	10	24	36	19	8	1
BOISE STATE UNIVERSITY	Idaho	71	21	50	3	13	25	20	28	11	0
NCAA ELIGIBILITY CENTER	Indiana	67	30	37	1	15	30	25	22	4	1
UNIVERSITY OF DENVER	Colorado	61	9	52	0	16	25	28	18	13	0
All Other Institutions		4,156	992	3,164	3	14	26	25	20	11	1
Total		12,333	4,553	7,780	3	14	28	28	18	8	1

# Section V

# Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity<sup>1</sup> and Gender for students who took ACT Writing**

	N		English		Average ACT Scores		English/Writing Combined	
	State	National	State	National	State	National	State	National
<b>All Students</b>	<b>611</b>	<b>931,148</b>	<b>23.9</b>	<b>21.5</b>	<b>7.4</b>	<b>7.1</b>	<b>22.8</b>	<b>20.7</b>
Black/African American	7	113,247	22.0	16.6	7.0	6.2	21.0	16.4
American Indian/Alaska Native	10	5,233	19.6	17.8	7.1	6.5	19.4	17.5
White	479	518,974	24.5	23.2	7.5	7.2	23.3	22.1
Hispanic/Latino	46	150,249	20.1	18.5	7.2	6.8	19.9	18.3
Asian	11	53,381	23.5	23.7	7.1	7.6	22.3	22.8
Native Hawaiian/Other Pac. Isl.	1	2,851	7.0	19.9	6.0	7.1	9.0	19.6
Two or more races	26	32,346	21.7	21.9	6.9	7.1	20.8	21.1
Prefer not/No Response	31	54,867	24.3	21.8	7.4	7.1	23.0	21.0
Males	255	413,617	23.4	21.2	7.1	6.8	22.2	20.3
Females	356	515,745	24.2	21.7	7.6	7.2	23.2	21.1
Missing	0	1,786	.	16.8	.	6.3	.	16.6

<sup>1</sup>Refer to the section header on page 29 for a description of race/ethnicity changes.



